



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9455 E. Rita Road, Tucson, AZ 85747

Vail Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Connie Rae Erickson  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-8  
 Web Address : mes.vail.k12.az.us/  
 Phone Number : (520) 762-2100  
 Fax Number : (520) 663-1374  
 E-mail : ericksonc@vail.k12.az.us

### Mission

Our mission is to provide a positive, safe environment in order to nurture academic achievement, self-leadership and understanding of our diverse community. Our success depends upon the partnership between parents, students, staff and community.

### School / Academic Goals

- ü Math Goal-  
Eighty percent (82%) of the students will achieve the instructional or mastery level on a curriculum based measure probe measuring a grade level appropriate skill.
- ü Writing Goal-  
Eighty percent (80%) of the students will achieve the instructional or mastery level on a curriculum based measure using the correct writing sequence.
- ü 'Focus on Five' Goal-  
One hundred percent (100%) of certified staff members will select 5 students who are not meeting the essential skills standards. Using CBM and Benchmark data each certified staff member will schedule individual conferences.
- ü Parent Communication-  
One hundred percent (100%) of the Teachers will complete three positive parent communications per week and send home a monthly paper communication that includes the essential skills being taught.

### Enrollment

October 1, 2005 School Year Student Enrollment : 630  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 40

## Instructional Programs

- ü Accelerated Reading/Math Programs
- ü Reteach/Enrich
- ü Inclusion and Resource Special Education
- ü Balanced Literacy Program
- ü Honors Math
- ü Intersessions
- ü Extended Learning Program
- ü Balanced Math Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Our responsibility is to assist parents in obtaining a quality education for their children in a safe, nurturing school. We value parental involvement & make every reasonable effort to address & respond to parental concerns & work towards solutions.

### Parents

We are a community of learners who believe learning goes beyond the class. Parents are to provide a healthy psychological environment; to ensure regular attendance; to encourage & support their child's studies; & to participate in school activities.

## Transportation Policy

Students who live outside the 1 mile walking radius will be provided transportation.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü AzAHPERD Administrator of the Year Award	2001
ü Golden Bell Award	2004
ü A+ School Recognition	2005
ü National Distinguished Elementary Principal Award	2005

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	514	80010	97	97	99	493	481	447	1	2	10	1	5	18	52	57	53	46	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	246	38935	94	96	99	502	485	447	NA	1	9	NA	4	19	48	55	55	52	39	17
Male	50	267	40974	100	98	98	485	478	448	2	2	11	2	5	18	56	59	52	40	34	19
African American	NC	20	4201	NC	95	99	NC	463	430	NC	5	17	NC	5	23	NC	65	51	NC	25	9
Hispanic	25	102	34545	100	94	99	480	463	432	NA	3	14	NA	11	24	64	64	53	36	23	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	488	474	NC	NA	4	NC	13	10	NC	40	50	NC	47	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	66	373	35142	96	98	99	499	487	465	NA	1	5	NA	3	11	52	55	56	48	41	28
Students with Disabilities	13	38	10161	93	66	93	481	471	419	8	3	28	NA	13	28	54	53	36	38	32	8
Students without Disabilities	85	476	69849	98	100	100	495	482	451	NA	2	7	1	4	17	52	57	56	47	37	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	14	82	39029	93	85	98	475	470	432	7	4	14	NA	4	25	57	67	52	36	26	9
Non-Economically Disadvantaged	84	432	40981	98	100	100	496	483	462	NA	1	6	1	5	13	51	55	54	48	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	513	79438	96	97	98	485	481	451	NA	1	9	8	11	24	68	65	56	24	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	246	38775	94	96	99	488	487	457	NA	1	7	8	8	22	63	63	58	29	28	13
Male	49	266	40560	98	97	97	481	476	446	NA	2	12	8	13	25	73	66	54	18	19	9
African American	NC	19	4178	NC	90	98	NC	474	439	NC	NA	13	NC	21	29	NC	58	52	NC	21	6
Hispanic	25	102	34297	100	94	98	473	467	434	NA	2	14	16	18	31	68	68	50	16	13	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	490	475	NC	NA	3	NC	13	15	NC	53	63	NC	33	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	66	373	34887	96	98	98	487	485	471	NA	1	4	6	8	15	70	65	63	24	26	18
Students with Disabilities	12	37	9588	86	64	88	484	478	416	NA	NA	30	NA	11	32	92	73	34	8	16	5
Students without Disabilities	85	476	69850	98	100	100	485	481	456	NA	1	7	9	11	23	65	64	59	26	24	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	13	81	38685	87	84	97	469	469	435	NA	NA	14	15	19	32	62	65	50	23	16	5
Non-Economically Disadvantaged	84	432	40753	98	100	99	487	483	467	NA	2	5	7	9	16	69	65	62	24	25	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	524	79971	97	99	99	425	434	423	4	3	8	47	40	41	48	56	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	251	38974	94	98	99	442	450	437	2	2	5	38	28	33	58	69	57	2	2	4
Male	50	272	40895	100	100	98	409	419	410	6	4	10	56	51	47	38	44	41	NA	0	2
African American	NC	21	4203	NC	100	99	NC	420	411	NC	5	11	NC	38	45	NC	57	43	NC	NA	2
Hispanic	25	106	34481	100	97	99	436	434	410	NA	3	10	44	42	46	52	53	43	4	3	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	445	449	NC	NA	4	NC	33	28	NC	67	60	NC	NA	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	66	378	35150	96	99	99	424	434	437	5	3	5	50	40	35	45	56	56	NA	1	5
Students with Disabilities	14	45	10258	100	78	94	390	416	377	14	4	23	57	53	51	29	38	25	NA	4	1
Students without Disabilities	84	479	69713	97	100	100	431	435	429	2	3	5	45	39	39	51	58	52	1	1	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	14	85	38994	93	89	98	409	432	409	7	4	10	50	36	47	43	60	41	NA	NA	1
Non-Economically Disadvantaged	84	439	40977	98	100	100	428	434	437	4	3	5	46	41	34	49	55	56	1	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	556	80147	96	98	99	541	523	482	NA	2	11	1	4	17	38	42	49	60	52	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	290	39281	96	98	99	533	520	483	NA	1	9	NA	5	17	48	47	50	52	48	24
Male	41	265	40780	95	99	98	551	528	482	NA	3	12	2	3	17	27	37	48	71	57	24
African American	NC	31	4249	NC	94	99	NC	516	464	NC	NA	17	NC	10	22	NC	45	48	NC	45	13
Hispanic	26	134	33494	100	99	99	526	506	466	NA	4	15	NA	10	23	54	46	49	46	41	14
Asian/Pacific Islander	NC	16	2103	NC	100	99	NC	532	515	NC	NA	4	NC	NA	8	NC	44	44	NC	56	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	50	368	36122	94	98	99	544	530	501	NA	1	5	2	2	10	36	40	50	62	57	35
Students with Disabilities	NC	43	10295	NC	75	92	NC	495	443	NC	14	33	NC	16	26	NC	37	33	NC	33	8
Students without Disabilities	85	513	69852	98	100	100	541	526	488	NA	1	7	NA	3	16	38	43	51	62	54	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	20	95	38371	95	91	97	531	504	465	NA	5	15	5	12	23	35	42	49	60	41	13
Non-Economically Disadvantaged	71	461	41776	96	100	100	543	527	498	NA	1	6	NA	3	11	39	42	49	61	54	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	551	79686	97	97	98	496	499	470	3	2	11	10	10	24	68	72	57	18	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	292	39163	98	98	99	498	501	475	2	1	9	10	9	22	69	73	60	20	17	10
Male	41	258	40438	95	96	97	494	497	465	5	2	13	10	11	25	68	70	54	17	17	7
African American	NC	32	4228	NC	97	98	NC	493	458	NC	3	15	NC	19	28	NC	59	53	NC	19	4
Hispanic	25	129	33299	96	96	98	481	486	452	NA	2	17	12	13	32	84	77	47	4	9	3
Asian/Pacific Islander	NC	16	2097	NC	100	99	NC	501	490	NC	NA	5	NC	6	13	NC	88	68	NC	6	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	51	367	35914	96	98	98	502	504	489	6	2	5	8	8	15	63	70	67	24	20	14
Students with Disabilities	NC	40	9808	NC	70	87	NC	470	432	NC	10	35	NC	20	32	NC	65	30	NC	5	3
Students without Disabilities	84	511	69878	97	100	100	499	501	475	1	1	8	8	9	23	73	72	61	18	18	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	21	91	38095	100	88	97	481	482	452	5	4	17	14	19	32	67	62	48	14	15	3
Non-Economically Disadvantaged	71	460	41591	96	100	99	501	502	486	3	1	6	8	8	16	69	74	65	20	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	570	80372	98	100	99	487	496	475	1	1	4	26	18	30	72	78	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	301	39452	98	100	99	496	506	488	NA	1	3	24	13	22	76	83	72	NA	4	3
Male	42	268	40836	98	100	98	475	485	464	2	1	6	29	25	37	67	73	56	2	1	1
African American	NC	32	4264	NC	97	99	NC	492	465	NC	NA	5	NC	25	35	NC	75	59	NC	NA	1
Hispanic	26	136	33608	100	100	99	474	488	462	4	1	6	31	21	36	65	76	57	NA	1	1
Asian/Pacific Islander	NC	16	2098	NC	100	99	NC	507	500	NC	NA	2	NC	6	16	NC	94	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	51	379	36213	96	100	99	492	499	489	NA	1	2	25	18	22	73	78	72	2	3	3
Students with Disabilities	NC	55	10526	NC	96	94	NC	456	427	NC	5	15	NC	45	53	NC	45	31	NC	4	1
Students without Disabilities	85	515	69846	98	100	100	488	500	482	1	1	3	25	16	26	74	82	69	NA	2	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	21	100	38521	100	96	98	456	474	461	5	3	6	38	25	38	52	71	55	5	1	1
Non-Economically Disadvantaged	72	470	41851	97	100	100	496	501	489	NA	1	3	22	17	22	78	80	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	571	79306	97	97	99	574	546	504	2	3	13	NA	6	20	35	46	49	63	45	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	273	38845	95	96	99	560	547	505	2	1	11	NA	6	20	45	48	50	52	45	18
Male	42	297	40383	98	98	98	587	545	504	2	4	14	NA	6	19	24	45	47	74	44	19
African American	NC	28	4171	NC	100	98	NC	537	485	NC	NA	20	NC	4	26	NC	57	44	NC	39	10
Hispanic	24	120	32673	100	93	99	570	533	487	4	5	18	NA	10	25	29	51	46	67	34	10
Asian/Pacific Islander	NC	17	2147	NC	94	99	NC	558	539	NC	NA	5	NC	6	10	NC	29	46	NC	65	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	48	400	36234	94	98	99	580	550	523	2	3	6	NA	5	13	33	45	52	65	48	28
Students with Disabilities	NC	39	10286	NC	70	91	NC	503	462	NC	15	41	NC	26	27	NC	38	27	NC	21	5
Students without Disabilities	80	532	69020	96	100	100	573	548	510	1	2	9	NA	5	18	36	47	52	63	46	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	102	37437	100	91	97	549	523	486	NA	7	19	NA	8	26	62	58	46	38	27	9
Non-Economically Disadvantaged	71	469	41869	96	99	100	578	551	521	3	2	7	NA	6	14	30	44	51	68	48	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	573	79000	97	98	98	528	520	489	2	3	10	2	9	24	73	68	58	23	20	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	275	38774	95	96	99	523	525	494	2	1	7	2	7	22	74	69	61	21	23	10
Male	42	297	40150	98	98	98	533	515	485	2	4	12	2	10	25	71	68	55	24	18	8
African American	NC	28	4153	NC	100	98	NC	510	476	NC	NA	13	NC	11	30	NC	79	53	NC	11	4
Hispanic	24	121	32508	100	94	98	525	510	472	4	6	15	4	10	33	75	69	49	17	15	3
Asian/Pacific Islander	NC	17	2142	NC	94	99	NC	524	510	NC	NA	4	NC	NA	14	NC	88	67	NC	12	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	48	401	36135	94	99	98	533	524	508	2	2	4	2	8	14	67	66	67	29	23	15
Students with Disabilities	NC	42	9991	NC	75	88	NC	479	449	NC	14	33	NC	26	36	NC	60	29	NC	NA	2
Students without Disabilities	80	531	69009	96	100	100	528	522	495	1	2	6	3	7	22	73	69	62	24	22	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	102	37234	100	91	97	524	505	472	NA	5	15	8	12	33	62	68	50	31	16	3
Non-Economically Disadvantaged	71	471	41766	96	99	99	529	523	505	3	3	5	1	8	16	75	68	65	21	21	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	582	79611	97	99	99	532	526	496	1	1	7	12	20	37	87	77	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	280	39016	95	98	99	540	537	511	NA	1	4	5	11	29	95	85	66	NA	3	1
Male	42	301	40519	98	100	98	523	516	482	2	2	10	19	28	44	79	70	46	NA	0	0
African American	NC	28	4188	NC	100	98	NC	524	486	NC	NA	9	NC	18	40	NC	82	50	NC	NA	0
Hispanic	24	126	32855	100	98	99	528	524	481	NA	1	10	13	22	43	88	76	47	NA	1	0
Asian/Pacific Islander	NC	18	2149	NC	100	100	NC	522	519	NC	6	4	NC	17	24	NC	78	70	NC	NA	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	48	403	36380	94	99	99	534	528	511	2	1	4	13	20	30	85	77	65	NA	1	1
Students with Disabilities	NC	48	10664	NC	86	94	NC	473	440	NC	8	23	NC	50	54	NC	38	22	NC	4	1
Students without Disabilities	80	534	68947	96	100	100	531	530	504	NA	1	4	13	18	34	88	81	61	NA	1	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	107	37626	100	96	98	521	509	479	NA	3	10	23	31	45	77	65	45	NA	1	0
Non-Economically Disadvantaged	71	475	41985	96	100	100	534	530	511	1	1	4	10	18	30	89	80	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	606	79327	91	100	98	615	561	518	NA	4	19	5	8	20	17	48	46	78	40	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	290	38961	87	100	98	615	566	520	NA	2	16	5	8	20	20	49	48	75	41	16
Male	21	316	40295	95	100	97	616	557	516	NA	6	21	5	8	19	14	47	44	81	39	16
African American	NC	28	4247	NC	100	98	NC	552	499	NC	7	27	NC	4	24	NC	57	41	NC	32	8
Hispanic	11	125	32327	92	98	98	619	551	499	NA	5	27	NA	10	25	18	50	41	82	35	8
Asian/Pacific Islander	NC	16	1939	NC	100	99	NC	560	556	NC	13	6	NC	13	10	NC	25	47	NC	50	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	25	432	36373	89	100	98	609	565	538	NA	3	10	8	7	14	20	48	52	72	41	25
Students with Disabilities	NC	54	9321	NC	83	87	NC	500	467	NC	33	54	NC	19	22	NC	37	21	NC	11	3
Students without Disabilities	37	552	70006	97	100	100	617	566	524	NA	1	14	3	7	19	16	49	49	81	43	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	97	37097	NC	94	97	NC	553	498	NC	4	27	NC	11	25	NC	48	41	NC	36	7
Non-Economically Disadvantaged	33	509	42230	94	100	99	623	562	535	NA	4	11	6	7	15	15	48	50	79	40	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	609	79501	100	100	98	540	523	497	2	3	10	9	10	25	67	78	60	22	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	293	39062	100	100	99	535	530	502	4	2	8	13	8	23	61	78	64	22	13	5
Male	22	316	40368	100	100	98	544	517	491	NA	4	13	5	11	27	73	79	57	23	6	3
African American	NC	27	4279	NC	96	99	NC	514	485	NC	NA	14	NC	11	30	NC	85	54	NC	4	2
Hispanic	12	126	32389	100	99	98	545	515	478	8	6	16	NA	11	34	58	75	48	33	9	1
Asian/Pacific Islander	NC	16	1936	NC	100	99	NC	525	519	NC	NA	3	NC	19	14	NC	69	73	NC	13	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	28	435	36446	100	100	99	534	527	516	NA	2	4	14	9	15	68	80	73	18	9	7
Students with Disabilities	NC	56	9411	NC	86	88	NC	471	453	NC	23	36	NC	27	36	NC	48	26	NC	2	1
Students without Disabilities	38	553	70090	100	100	100	546	528	502	3	1	7	3	8	24	71	82	65	24	10	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	10	99	37183	100	96	97	NA	518	479	NA	3	16	NA	13	34	NA	77	49	NA	7	1
Non-Economically Disadvantaged	35	510	42318	100	100	99	545	525	513	3	3	5	6	9	17	69	79	70	23	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	616	80000	100	100	99	606	581	564	NA	2	3	4	6	11	67	81	75	29	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	297	39288	100	100	99	615	597	579	NA	1	2	4	2	6	52	76	77	43	21	16
Male	22	319	40644	100	100	98	595	565	549	NA	3	4	5	9	15	82	84	74	14	4	7
African American	NC	28	4307	NC	100	99	NC	580	551	NC	NA	4	NC	7	13	NC	75	75	NC	18	7
Hispanic	12	128	32672	100	100	99	613	577	548	NA	1	4	8	8	14	58	80	76	33	12	6
Asian/Pacific Islander	NC	16	1945	NC	100	99	NC	583	592	NC	NA	1	NC	6	4	NC	81	69	NC	13	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	28	439	36602	100	100	99	598	582	579	NA	2	2	4	5	7	75	81	75	21	12	16
Students with Disabilities	NC	64	9919	NC	98	93	NC	511	505	NC	8	9	NC	31	35	NC	61	54	NC	NA	2
Students without Disabilities	38	552	70081	100	100	100	611	588	571	NA	1	2	3	3	7	63	83	79	34	14	12
Limited English Proficient Students	--	NC	9571	--	NC	96	--	NC	502	--	NC	10	--	NC	29	--	NC	60	--	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	10	101	37534	100	98	98	NA	574	547	NA	NA	4	NA	10	15	NA	81	76	NA	9	5
Non-Economically Disadvantaged	35	515	42466	100	100	100	610	582	578	NA	2	2	6	5	7	60	80	75	34	13	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	561	78546	96	100	97	616	579	543	NA	4	15	NA	7	18	41	56	52	59	33	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	285	38645	NC	100	98	NC	583	545	NC	2	13	NC	7	18	NC	55	54	NC	35	15
Male	14	276	39792	93	100	97	610	575	542	NA	6	17	NA	7	17	50	57	50	50	30	15
African American	NC	31	4205	NC	97	97	NC	572	524	NC	3	22	NC	16	22	NC	58	49	NC	23	7
Hispanic	NC	133	31177	NC	100	97	NC	566	524	NC	6	22	NC	8	23	NC	64	48	NC	22	7
Asian/Pacific Islander	NC	23	1940	NC	96	99	NC	609	580	NC	NA	5	NC	NA	9	NC	52	53	NC	48	33
American Indian/Alaskan Native	--	NC	4689	--	NC	95	--	NC	515	--	NC	28	--	NC	25	--	NC	43	--	NC	4
White	13	372	36450	93	100	97	607	582	563	NA	4	7	NA	7	12	38	53	57	62	36	23
Students with Disabilities	NC	40	8093	NC	93	82	NC	519	489	NC	25	50	NC	28	24	NC	40	23	NC	8	2
Students without Disabilities	20	521	70453	100	100	100	624	583	549	NA	2	11	NA	6	17	35	57	56	65	35	16
Limited English Proficient Students	--	NC	9323	--	NC	94	--	NC	491	--	NC	47	--	NC	28	--	NC	24	--	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	102	34694	NC	97	96	NC	560	524	NC	8	23	NC	10	23	NC	65	48	NC	18	7
Non-Economically Disadvantaged	17	459	43852	94	100	99	622	583	559	NA	3	10	NA	7	13	29	54	56	71	36	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	560	79045	100	100	98	536	538	512	NA	3	10	17	14	25	74	73	58	9	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	284	38860	NC	100	98	NC	545	519	NC	2	7	NC	9	22	NC	75	62	NC	14	8
Male	15	276	40075	100	100	97	529	531	505	NA	3	12	27	18	28	67	71	54	7	8	6
African American	NC	31	4250	NC	97	98	NC	532	500	NC	3	12	NC	13	31	NC	77	54	NC	6	3
Hispanic	NC	132	31314	NC	100	98	NC	528	493	NC	5	16	NC	14	34	NC	80	48	NC	2	2
Asian/Pacific Islander	NC	23	1949	NC	96	99	NC	541	536	NC	NA	4	NC	13	15	NC	70	66	NC	17	15
American Indian/Alaskan Native	--	NC	4719	--	NC	96	--	NC	489	--	NC	15	--	NC	39	--	NC	45	--	NC	2
White	14	372	36730	100	100	98	534	542	532	NA	2	4	14	14	16	79	70	68	7	14	12
Students with Disabilities	NC	40	8552	NC	93	87	NC	492	463	NC	10	35	NC	43	40	NC	43	23	NC	5	1
Students without Disabilities	20	520	70493	100	100	100	543	541	517	NA	2	7	15	11	24	75	75	62	10	11	8
Limited English Proficient Students	--	NC	9355	--	NC	95	--	NC	456	--	NC	37	--	NC	48	--	NC	15	--	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	100	34922	NC	95	96	NC	523	493	NC	5	15	NC	16	34	NC	75	48	NC	4	3
Non-Economically Disadvantaged	18	460	44123	100	100	99	538	541	527	NA	2	6	17	13	18	72	73	66	11	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	561	79657	100	100	99	588	582	566	NA	1	3	NA	4	8	100	95	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	285	39120	NC	100	99	NC	594	580	NC	0	2	NC	1	4	NC	98	92	NC	1	2
Male	15	276	40423	100	100	98	578	571	553	NA	1	5	NA	7	12	100	92	83	NA	NA	1
African American	NC	30	4290	NC	94	99	NC	580	560	NC	NA	4	NC	10	9	NC	90	86	NC	NA	1
Hispanic	NC	133	31642	NC	100	99	NC	580	552	NC	NA	5	NC	4	11	NC	96	84	NC	NA	0
Asian/Pacific Islander	NC	22	1948	NC	92	99	NC	598	589	NC	NA	1	NC	5	3	NC	86	91	NC	9	4
American Indian/Alaskan Native	--	NC	4760	--	NC	97	--	NC	547	--	NC	5	--	NC	14	--	NC	81	--	NC	0
White	14	374	36929	100	100	99	590	583	579	NA	1	2	NA	3	5	100	95	91	NA	1	2
Students with Disabilities	NC	41	9069	NC	95	92	NC	536	508	NC	5	11	NC	22	30	NC	73	58	NC	NA	1
Students without Disabilities	20	520	70588	100	100	100	595	586	573	NA	0	2	NA	3	5	100	97	91	NA	1	1
Limited English Proficient Students	--	NC	9521	--	NC	96	--	NC	507	--	NC	13	--	NC	24	--	NC	63	--	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	101	35341	NC	96	97	NC	576	551	NC	1	5	NC	5	12	NC	94	83	NC	NA	0
Non-Economically Disadvantaged	18	460	44316	100	100	100	590	584	578	NA	0	2	NA	4	5	100	95	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	574	78400	100	99	97	640	588	554	13	6	21	NA	12	19	31	58	47	56	24	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	265	38686	NC	100	98	NC	586	554	NC	5	20	NC	13	20	NC	61	49	NC	21	12
Male	NC	309	39636	NC	98	96	NC	589	554	NC	6	23	NC	11	18	NC	56	46	NC	27	13
African American	NC	38	4193	NC	100	97	NC	563	533	NC	8	32	NC	29	23	NC	53	40	NC	11	5
Hispanic	NC	110	30732	NC	99	97	NC	571	534	NC	2	31	NC	17	24	NC	66	40	NC	15	5
Asian/Pacific Islander	NC	14	1827	NC	100	99	NC	591	594	NC	14	8	NC	7	12	NC	57	49	NC	21	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	10	407	37038	100	100	97	NA	595	575	NA	6	11	NA	9	14	NA	57	56	NA	28	19
Students with Disabilities	NC	47	7840	NC	82	81	NC	531	498	NC	34	60	NC	26	18	NC	34	20	NC	6	2
Students without Disabilities	14	527	70560	100	100	99	662	592	560	NA	3	17	NA	10	19	36	61	50	64	26	14
Limited English Proficient Students	--	NC	8956	--	NC	95	--	NC	502	--	NC	56	--	NC	25	--	NC	18	--	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	83	33014	NC	95	95	NC	571	534	NC	10	31	NC	12	24	NC	65	40	NC	13	5
Non-Economically Disadvantaged	13	491	45386	100	100	99	640	591	569	15	5	15	NA	12	15	31	57	52	54	26	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	586	79179	100	100	98	559	547	519	13	3	11	6	12	27	56	74	58	25	10	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	265	38974	NC	100	99	NC	554	524	NC	2	8	NC	11	25	NC	75	61	NC	13	5
Male	NC	321	40124	NC	100	97	NC	541	513	NC	4	13	NC	14	28	NC	74	54	NC	8	4
African American	NC	38	4243	NC	100	98	NC	536	506	NC	NA	14	NC	21	32	NC	74	51	NC	5	3
Hispanic	NC	110	30987	NC	99	98	NC	537	498	NC	2	17	NC	14	36	NC	81	45	NC	4	1
Asian/Pacific Islander	NC	14	1832	NC	100	99	NC	553	543	NC	7	4	NC	14	17	NC	50	69	NC	29	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	10	417	37467	100	100	98	NA	551	539	NA	4	5	NA	11	17	NA	74	70	NA	12	8
Students with Disabilities	NC	59	8567	NC	100	88	NC	487	467	NC	25	39	NC	34	38	NC	39	22	NC	2	1
Students without Disabilities	14	527	70612	100	100	99	577	554	524	NA	1	7	7	10	25	64	78	62	29	11	5
Limited English Proficient Students	--	NC	9013	--	NC	95	--	NC	461	--	NC	40	--	NC	48	--	NC	12	--	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	86	33345	NC	99	96	NC	529	499	NC	5	17	NC	26	36	NC	67	46	NC	2	1
Non-Economically Disadvantaged	13	500	45834	100	100	99	557	550	533	15	3	7	NA	10	19	62	75	67	23	11	7

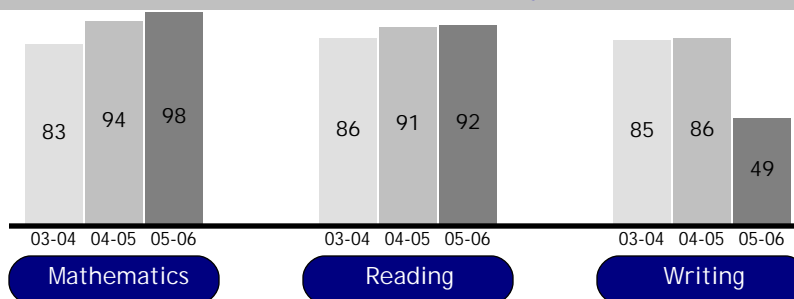
Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	584	79734	100	100	99	586	577	554	NA	1	3	13	9	19	75	90	78	13	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	265	39243	NC	100	99	NC	592	568	NC	NA	2	NC	4	12	NC	95	85	NC	2	1
Male	NC	319	40413	NC	100	98	NC	565	541	NC	1	4	NC	13	26	NC	86	70	NC	0	0
African American	NC	38	4285	NC	100	99	NC	566	548	NC	3	3	NC	8	22	NC	89	74	NC	NA	0
Hispanic	NC	111	31254	NC	100	99	NC	576	539	NC	1	5	NC	6	25	NC	93	70	NC	NA	0
Asian/Pacific Islander	NC	14	1837	NC	100	99	NC	588	579	NC	NA	1	NC	NA	9	NC	93	87	NC	7	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	10	414	37668	100	100	99	NA	579	569	NA	0	1	NA	9	13	NA	89	85	NA	1	1
Students with Disabilities	NC	57	8943	NC	100	92	NC	525	495	NC	5	11	NC	37	51	NC	58	38	NC	NA	1
Students without Disabilities	14	527	70791	100	100	100	591	582	561	NA	0	2	14	6	15	71	93	83	14	1	0
Limited English Proficient Students	--	NC	9138	--	NC	97	--	NC	492	--	NC	13	--	NC	46	--	NC	40	--	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	87	33718	NC	100	97	NC	565	538	NC	2	5	NC	11	26	NC	86	69	NC	NA	0
Non-Economically Disadvantaged	13	497	46016	100	100	100	585	579	567	NA	0	2	15	8	14	69	90	84	15	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

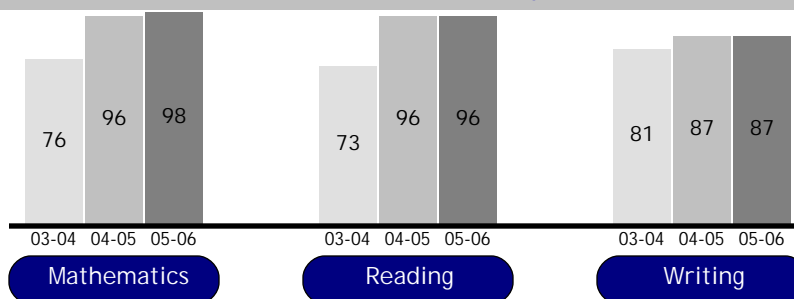


Recent Trends in Student Proficiency on the State Standards (AIMS Test)

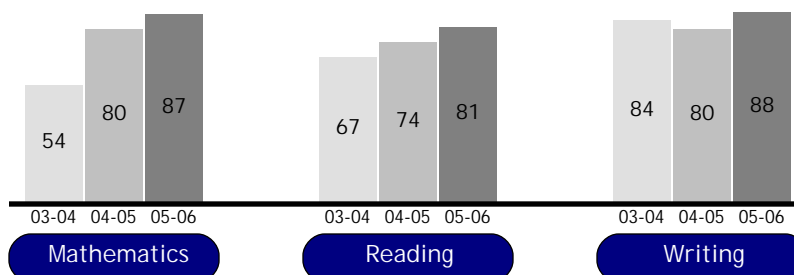
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	71	NA	58	99	67	59	47	100	67	63	46
	Language	94	62	60	50	99	68	60	47	100	61	65	48
	Mathematics	94	80	80	64	99	75	62	50	100	70	63	52
3	Reading	96	77	NA	55	98	62	58	44	94	72	67	46
	Language	96	78	71	61	98	58	55	44	96	65	63	46
	Mathematics	96	80	76	61	98	68	64	51	95	82	73	52
4	Reading	100	77	NA	56	99	67	62	48	95	67	70	52
	Language	100	68	59	52	99	70	60	49	96	63	67	52
	Mathematics	100	86	75	61	99	71	66	53	94	83	76	58
5	Reading	100	66	NA	55	100	69	61	50	94	80	76	56
	Language	98	62	59	49	100	69	61	50	94	82	73	54
	Mathematics	98	84	75	63	100	73	63	49	94	78	72	52
6	Reading	100	59	NA	56	100	66	64	51	98	83	75	56
	Language	100	57	55	48	100	63	58	47	98	80	65	50
	Mathematics	100	82	76	66	100	76	68	52	89	94	79	58
7	Reading	100	58	NA	54	100	64	61	50	100	72	72	54
	Language	100	58	63	58	100	70	65	52	100	73	73	58
	Mathematics	100	77	64	62	100	67	65	50	96	85	72	54
8	Reading	100	70	NA	55	100	67	59	51	100	75	72	58
	Language	100	63	57	52	100	62	59	50	100	70	67	56
	Mathematics	100	77	64	61	100	72	63	53	100	85	75	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Mesquite Elementary School

## School Site Council

### Council Composition

- 0 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Development of School Goals
- Ü Raising Expectations Policy
- Ü School Safety Issues
- Ü Code of Ethics/Dress Code
- Ü Attendance
- Ü Budget

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	2.00	Teacher Aide	25.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	7	11	0	0
7 to 9 years	2	8	0	0
10 or more years	11	5	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab with 42 Computers
- Ü Outdoor Performance Amphitheater
- Ü Live Broadcasting
- Ü Media Center with Computers

### Extracurricular Activities

- Ü Computer Club
- Ü Gilly's Garden Club
- Ü Student Law/Justice Panel
- Ü Mesquite Twirlers
- Ü Jr. Optimists Astronomy Club
- Ü Chess Club
- Ü Jr. Achievement/ Exchange City
- Ü Intramurals

### Social Services

- Ü PTSA
- Ü DES Services
- Ü Arizona Childrens' Home Association
- Ü GREAT Program
- Ü School Resource Officer

## Mesquite Elementary School

### Indicators of Success Based on Historical Data from 2005-06

#### School Achievements/Accomplishments 2005-06

- Ü Reading Heroes-  
Local business people spend one hour a week helping students whose reading skills are below grade level.
- Ü A+ School Recognition- Mesquite Elementary received the prestigious A+ school recognition from the Arizona Education Foundation.
- Ü Spotlight on Success Award-  
The Arizona Dept. of Ed. recognized Mesquite Elementary for efforts in the areas of AIMS, yearly progress, and the use of data to improve educational programs.
- Ü Reteach/Enrich Program- Mesquite Elementary has been called a model school for Best Practices. Schools from around Arizona visit to observe the various programs that have been successfully implemented.

### Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	85	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Participating in the GREAT Program through the Tucson Police Department. Schoolwide Character Building Learning for Life Program. School Code of Conduct and Dress Code. School Resource Officer provided by the Tucson Police Department.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kristi Hill	(520) 574-9089
Transportation Policy	Dena McMichael	(520) 762-2434
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Pat Mueller	(520) 664-2349
Student Health/Nurse	Erica Grisham	(520) 762-2105

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."



## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.